

# *Upper Swan Primary School*



## *2022 Annual Report*

# Upper Swan Primary School – 2022 Annual Report

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## Introduction

It is with pleasure that I present the 2022 Upper Swan Primary School, Annual School Report.

This report provides information about progress in relation to student achievement, school priorities and targets, stakeholder satisfaction and funding accountability in the 2022 school year.

The highlights, achievements and challenges, provide insights to the uniqueness of this positive, welcoming school.

Additional information about Upper Swan Primary School is available at [www.det.wa.edu.au](http://www.det.wa.edu.au). Follow the link to [Schools Online](#) and enter *Upper Swan Primary School*. Information is also available at the [Upper Swan Primary School Website](#) [www.upperswanps.wa.edu.au](http://www.upperswanps.wa.edu.au) and from the school administration.

### Our School

Upper Swan Primary School is in close proximity to the Derbarl Yerrigan and Yagan Memorial Park. We acknowledge our school is built, and our students learn and play on, the traditional lands of the Whadjuk Noongar people. We pay our respects to the traditional custodians of this land and elders – past, present and emerging.

Over the school's more than 165-year history it has grown from servicing a small rural community to currently welcoming around 450 students from the 'Valley' and surrounding urban areas. Many families have multi-generational links to the school and are very proud of their Swan Valley heritage.

Respect is central to everything we do at Upper Swan. Our core values of fairness, safety, kindness and honesty are embedded in school culture, framing positive conditions for learning, high expectations of conduct and behaviour, and supporting social and emotional development.

Our highly regarded team are keen to ensure every child is provided with learning that motivates and engages them. Literacy and Numeracy is taught in structured learning blocks, framed by the gradual release teaching model and visible learning principles. We use evidence-based, high-impact teaching strategies across the curriculum.

The *Upper Swan Primary School Board* understands the Upper Swan Primary School community deeply and engages earnestly in their role, supporting strong governance, accountability and is a rich conduit between the school and community.

Our families consistently cite the friendly 'rural' community atmosphere, and high expectations for positive relationships as aspects of the school they cherish. The importance of the highly positive relationships between the school and community, cannot be understated, as we navigated 2022 together.

### Twenty Twenty-Two

Twenty twenty-two was a year etched in the history of Western Australia as when the state began to be impacted by COVID restrictions in ways previously not predicted. While much of the rest of the state and country were working from home, schools remained open and active. Advice about how best to manage the pandemic changed so very frequently and masks, sanitisers, air-purifiers, ventilation guidelines, CO2 monitors, RATs and work packages were the 'new normal' items in schools.

Concurrent with the uncertainty around COVID, Upper Swan Primary School experienced several site-specific power outages in first half of Term 1, while Perth was in the midst the hottest summer on record! A temporary generator was placed on site while the permanent solution was sought and implemented.

I acknowledge and thank our amazing staff who just kept at it; tackling the numerous challenges this presented, particularly in Semester 1 and made education happen for our students even when everything was so uncertain and at times very hot and uncomfortable! Change was rapid and unpredictable, and our staff and community responded with flexibility, respect and considerable compassion and understanding.





Upper Swan Primary School students responded in the way children do, on the whole, got on with being children, finding opportunity in age-allocated play areas, rotating time slots and designated areas for eating. They sanitised their hands, waved goodbye to their parents, coughed into elbows, and stayed home when they needed to. There are some students however, who were provided with additional support to navigate the differences 2022 presented, while for others attendance patterns have been disrupted by the events of the year. Supporting these students and their families will continue as a priority for us in 2023.

Twenty twenty-two also saw the retirement of Mr Greg Sullivan, who was appointed to Upper Swan as Principal half-way through 2021. While his time at Upper Swan was a short six months, Mr Sullivan had a successful thirty year (plus) career with the WA Education Department. We wish him well in retirement and with his future endeavours.

During his short time at Upper Swan Mr Sullivan introduced sweeping changes, which our staff worked incredibly hard to learn about and implement. This was a significant feat as teaching staff tackled COVID, the heat and lived with the uncertainty of change in school leadership.

At the beginning of Semester 2 a permanent Principal appointment provided some certainty for the school and community. A strong emphasis on understanding, reflecting on and improving the School Culture for staff (Inclusive of a Performance Growth Culture) and deliberately embedding opportunities for staff to learn from one another and increase the consistency of teaching practice. Throughout, decisions have been made on the basis of evidence, data and feedback.

In the second half of the year, after a number of staff changes in the first half of 2022, a second substantive Associate Principal was appointed. A rigorous selection process was also undertaken for teaching staff, resulting in the appointment of ten classroom teachers which included five permanent appointments. This adds significantly to the stability and certainty moving forward.

In Semester 2 a return to conditions closer to what is considered *normal* saw interschool and in-school events return. This was welcomed by most of our school community, albeit with COVID management measures in place.

In 2022 the school benefitted from significant improvements to the site and buildings primarily from a \$500 000 State Government election commitment. This funding resulted in new carpets and architraves in the Junior Block, awnings and roofing between Rooms 18 and 19 and access ramp. Of the improvements, the most anticipated is the modernisation of the under-covered area. There has been a significant delay with this project, however as the 2022 school year wound to a close, safety fencing was erected in anticipation of the work taking place over the Summer vacation period.

These improvements were complemented by the massive contribution by our very active and enthusiastic *Parents and Citizens' Association* who raised funding to purchase many items including screen doors on Junior Block classrooms, a massive shade covering for the Senior Playground as well as funding reading books for the ECE and Junior Primary and at the end of 2022 committing to purchasing iPads for the Early Childhood classrooms.

Extensive renovations of the former Music Room were undertaken to create a new Science Classroom which has been incredibly well-received, and very well utilised.

In some ways, 2022 at Upper Swan has mirrored much of what has been around us, tumultuous change, absolute resolve and a new path to stability and focus. I sincerely look forward to the next iteration of Upper Swan Primary School as we move from strength to strength. Onwards!

Pamela Hahnel  
Principal, February 2023

## Conditions for Learning and Student Information

### Staffing Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
<b>Teaching Staff</b>			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	28	21.2	0
Total Teaching Staff	29	22.2	0
<b>Allied Professionals</b>			
Clerical / Administrative	3	3.0	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	16	10.2	0
Total Allied Professionals	20	14.0	0
<b>Total</b>	<b>52</b>	<b>39.2</b>	<b>0</b>



*Our staff are known for participation. Pirate Day raises money for Childhood Cancer research.*



*RAT distribution station*

## Student Information

### Student Numbers – Semester 2 2022

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(26)	45	55	65	63	56	52	56	418
Part Time	51								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	25	25	179		229
Female	26	20	168		214
Total	51	45	347		443

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	3	18		22
Non-Aboriginal	50	42	329		421
Total	51	45	347		443

## Student Attendance

### Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	93.9%	93.8%	93.2%	87.8%	85.7%	77.6%	93.8%	93.5%	91.9%
2021	92.5%	92.0%	92.4%	94.0%	85.4%	76.8%	92.6%	91.8%	91.0%
2022	89.4%	88.4%	88.3%	92.6%	77.6%	69.5%	89.6%	87.9%	86.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	83.7%	13.6%	2.7%	0.0%
2021	74.4%	22.0%	3.1%	0.5%
2022	57.7%	31.1%	11.0%	0.3%
Like Schools 2022	51.2%	35.1%	11.1%	2.6%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

Attendance fluctuations at Upper Swan Primary School reflects a similar pattern to that seen in Like Schools and WA Public Schools.

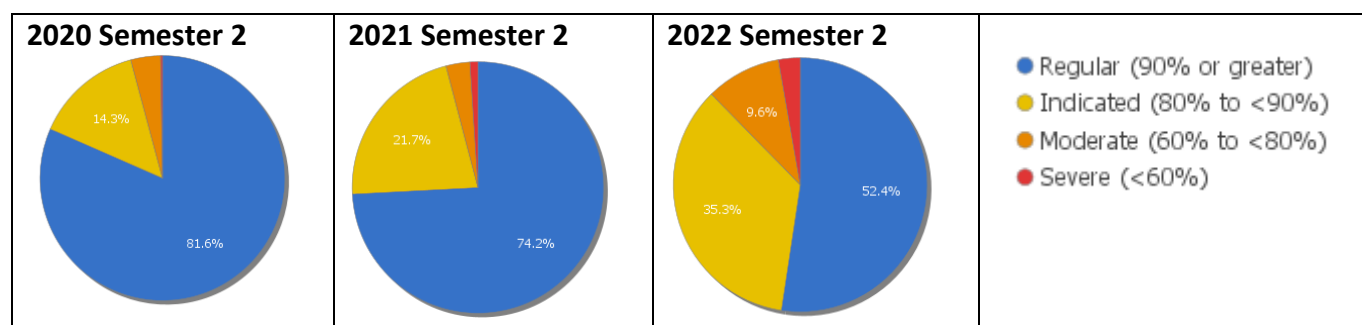
However, Upper Swan attendance is slightly higher in each category and each year level.

Pleasingly, few students fall into the Severe Attendance category.

It is hoped conditions in 2023 will result in an increase in the number of students attending school regularly.

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2020	93%	94%	94%	95%	94%	94%	94%
2021	92%	93%	94%	92%	93%	91%	94%
2022	91%	90%	90%	91%	89%	90%	88%
WA Public Schools 2022	86%	87%	87%	87%	87%	87%	86%

NB – The percentage for each year level combines Regular and At-Risk Indicated. That is student attendance between 80% – 100%.



## Emotional Regulation

As part of the Positive Behaviour Support processes at Upper Swan, students spend time in Reflection when they have moved through the steps of Behaviour Management in the classroom or playground, or due to a more serious action leading to an immediate Reflection. An analysis of Reflection data students arrive at the point of a Reflection session stemming from difficulties with:

Self-Control 77%

Language 15.3%

Accident 3%

Random 1.5%.

Language and self-control are linked. The findings were 95% of behaviours represent students having trouble with emotional regulation.

Zones of Regulation was considered as a response to this need.

Teaching staff and Education Assistants were surveyed about the knowledge and interest in implementation of Zones of Regulation. Overwhelmingly staff are interested in training in the Zones of Regulation which will be conducted early 2023.



## Student NAPLAN Achievement

This section of the report utilises selected NAPLAN data to discuss Student Achievement. Recommendations for 2023 are included in the discussion of 2022 results.

### Year 3 Numeracy

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

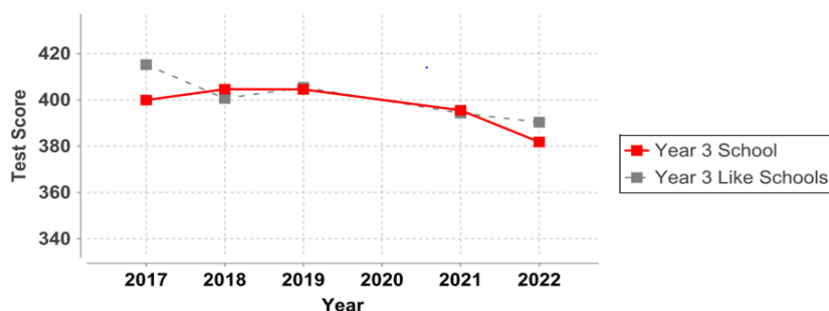
WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	16%	9%	10%	19%	17%	17%
Middle 60%	68%	83%	67%	67%	66%	63%
Bottom 20%	16%	9%	23%	14%	17%	20%

Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
6 to 10	478 & Above	11%	9%	7%	15%	11%	10%	14%	12%	14%
5	426 - 477	30%	22%	18%	22%	21%	20%	22%	20%	18%
4	374 - 425	25%	39%	28%	31%	29%	29%	27%	28%	26%
3	322 - 373	21%	24%	25%	21%	24%	23%	20%	22%	23%
2	270 - 321	13%	7%	17%	7%	12%	14%	12%	12%	13%
1	Up to 269	0%	0%	5%	3%	3%	4%	6%	6%	5%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

### Average Numeracy Score



The distribution of Year 3 students is similar to *Like Schools*, however 23% of students in the Bottom 20% of *WA Public Schools* is of concern.

Additionally, Upper Swan has 7% less students scoring in the Top 20% of *WA Public Schools* than *Like Schools*. This suggests for the 2022 Year 3 cohort, ongoing attention to quality diagnostic assessment to inform instruction for lower achieving students and opportunities for extending higher-achieving students is required in 2023, and beyond.

The 2022 Year 3 cohort is not as strong as the 2021 cohort, of whom 83% scored in the middle 60%. However, in both 2021 and 2022 a greater percentage of students across *WA Public Schools* scored within the higher *Proficiency Bands* – 6-10 compared to Upper Swan students.

This 'drag' toward to lower Bands and lower numbers of students in higher Bands results in the overall *Average Numeracy Score* being lower than *Like Schools*.

Average Numeracy Score

Year	Y03	
	School	Like Schools
2017	400	415
2018	405	401
2019	405	405
2021	396	394
2022	382	390

It would be desirable for the downward trend to be checked and reversed through an increase in scores up through each Band.

### Year 5 Numeracy

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	6%	7%	16%	19%	17%	17%
Middle 60%	84%	76%	65%	67%	66%	67%
Bottom 20%	10%	16%	18%	14%	17%	16%

The percentage of 2022, Year 5 students distributed in the Top, Middle and Bottom (distribution of all *WA Public Schools*) is similar to *Like Schools*. Of note is the increased percentage of USPS students in the Top 20% of *WA Public Schools* in 2022.

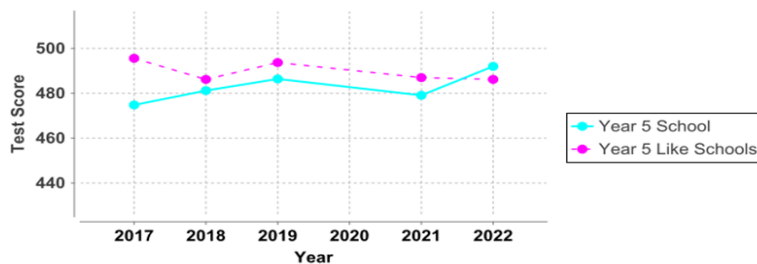


Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
8 to 10	582 & Above	2%	4%	4%	7%	6%	6%	7%	7%	8%
7	530 - 581	10%	11%	23%	17%	17%	18%	16%	17%	17%
6	478 - 529	48%	36%	40%	37%	33%	33%	29%	29%	28%
5	426 - 477	31%	33%	17%	26%	27%	32%	28%	26%	28%
4	374 - 425	3%	13%	17%	10%	12%	11%	13%	14%	14%
1 to 3	Up to 373	6%	4%	0%	3%	3%	0%	6%	7%	5%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Average Numeracy Score



Year	Y05	
	School	Like Schools
2017	475	496
2018	481	486
2019	486	494
2021	479	487
2022	492	486

The distribution of student scores in Bands 8 to 10 is slightly less than *Like Schools* and half that of *WA Public Schools*.

However, the percentage of students in Band 7 is higher than both *Like Schools* and *WA Public Schools*. Additionally, 67% of Upper Swan students are in Bands 6 and above, compared to 57% in *Like Schools* and 53% across *WA Public Schools*.

No student scored below the National Minimum Standard.

The above distribution resulted in the *Average Numeracy Score* being higher than *Like Schools* and with the increase in scores continuing an upward trend.

In 2017 Year 5 Average Numeracy Scores (represented as NAPLAN points) was 21 points below *Like Schools*. In 2022, Upper Swan's score was 6 points above.

### Recommendations and Focus for 2023

- The revised Numeracy Block is implemented with rigor in every classroom.
- Mathematical Proficiencies feature in every Numeracy Block (Understanding, Fluency, Problem Solving and Reasoning).
- Focus on diagnostic mental mathematics assessment, to target student need and differentiate instruction within year levels.
- Utilise *Think Mentals* (Years 1-2) and *Math Mastery* (Years 2-6) as a basis for formative assessment and to clarify ('debug') mental math misunderstandings.
- Target fluency and automaticity through warm-ups and mental math instruction.
- Utilise Oxford Mathematics as a resource (with particular attention to diagnostic assessment) to differentiate within classes Years PP-6.
- More capable students are extended (horizontally) at every opportunity, to reach their full potential.
- On-Entry Assessment to be explicitly utilised to target student needs in Pre-Primary.
- Review Kindergarten and Pre-Primary Mathematics teacher resources.



## Year 3 Reading

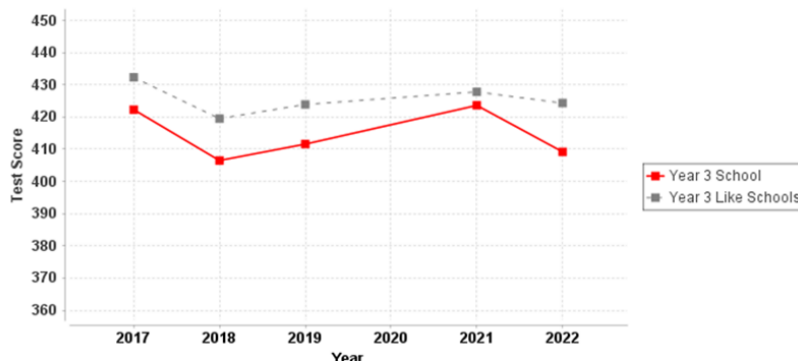
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	11%	11%	12%	19%	20%	15%
Middle 60%	72%	74%	68%	66%	65%	67%
Bottom 20%	17%	15%	20%	15%	16%	17%

Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
6 to 10	478 & Above	20%	22%	20%	26%	27%	26%	24%	26%	29%
5	426 - 477	23%	30%	20%	22%	23%	24%	23%	21%	21%
4	374 - 425	28%	26%	27%	24%	22%	24%	21%	21%	20%
3	322 - 373	14%	7%	17%	17%	15%	12%	15%	15%	14%
2	270 - 321	13%	15%	10%	9%	10%	12%	12%	11%	12%
1	Up to 269	2%	0%	7%	2%	2%	2%	5%	6%	4%

Average Reading Score



Year	Y03	
	School	Like Schools
2017	422	432
2018	407	420
2019	412	424
2021	424	428
2022	409	424

The percentage distribution of Year 3 students is similar to *Like Schools*, however 20% of students in the Bottom 20% of *WA Public Schools* is of concern.

Seventeen percent of Year 3 students were either below or at the National Minimum Standard (NMS) with a further 17% sitting just above the NMS.

Furthermore, Proficiency Bands show fewer Upper Swan students (40%) achieved in Band 5 and Bands 6 to 10 compared to both *Like Schools* and *WA Public Schools* (50%).

Achievement and Progress data was also considered. The students with the highest *NAPLAN* scores (above 500) also made very high progress (between the On-Entry Test and Year 3 *NAPLAN*) while students whose achievement was limited (in Band 1) had made low or very low progress. between the On-Entry Test and Year 3 *NAPLAN*.

The distribution of students in the Proficiency Bands demonstrates an opportunity to lift the performance of students in Bands 3 and 4, that is, 'value-add' and to ensure students in all Bands make year on year progress.

Several students in the 2022 cohort are identified as requiring an Individual or Group Intervention Plan.

## Year 5 Reading

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	15%	16%	16%	22%	17%	19%
Middle 60%	74%	67%	60%	64%	67%	65%
Bottom 20%	11%	16%	24%	14%	16%	16%

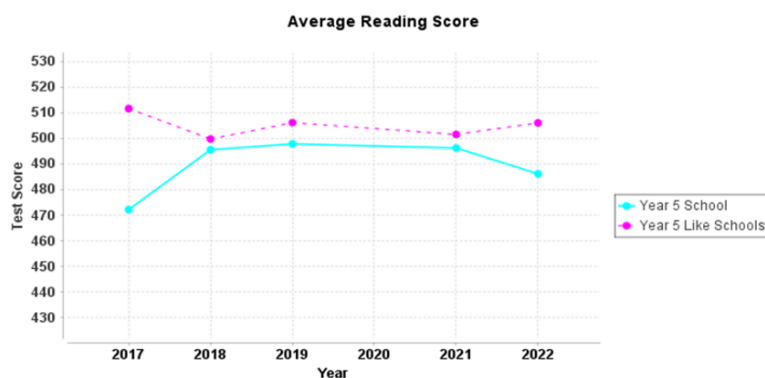
The Year 5 cohort have an over-representation in the Bottom 20%. This is in comparison to *Like Schools* and to Upper Swan scores in 2019 and 2021.

## Proficiency Bands

Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
8 to 10	582 & Above	6%	9%	8%	13%	11%	11%	10%	11%	13%
7	530 - 581	24%	20%	24%	23%	24%	26%	22%	23%	24%
6	478 - 529	40%	35%	34%	31%	31%	30%	29%	28%	28%
5	426 - 477	19%	25%	14%	21%	22%	22%	21%	20%	20%
4	374 - 425	3%	5%	14%	9%	9%	7%	11%	10%	9%
1 to 3	Up to 373	6%	5%	6%	8%	8%	8%	7%	7%	7%

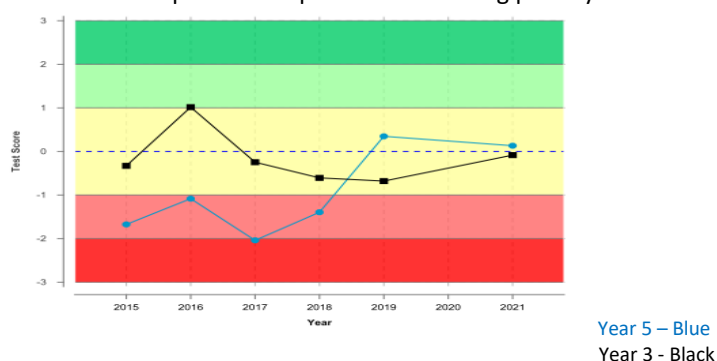
The Proficiency Bands show Upper Swan has a similar percentage of students in Bands 1-5 as both Like Schools and compared with WA Public Schools. However, a concerning 14% are at National Minimum Standard.

While the trend line in Average Scores is still upwards the difference between Upper Swan and Like Schools has increased.



Year	Y05	
	School	Like Schools
2017	472	512
2018	496	500
2019	498	506
2021	496	502
2022	486	506

This graph shows the comparative performance in Reading for both Years 3 and 5. No comparative data is available for 2022, however it is included to demonstrate the previous impact of the Reading priority.



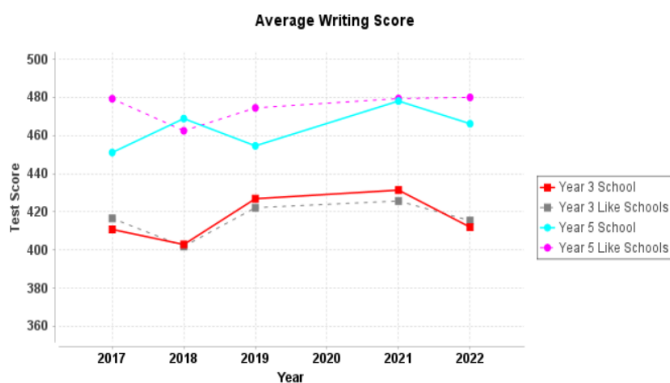
The disruptions of 2021 and 2022 and constant changes in leadership, teachers and approach offer an explanation for the drop in student results after the positive gains made through previous reading priority, initiated from the beginning of 2018.

Reading will be the focus for 2023.

## Recommendations and Focus for 2023

- Reading is a priority area for improvement from 2023.
- The revised Literacy Block is implemented with rigor in every classroom, inclusive of The Big Six, Reading Practices and High Impact Teaching Strategies.
- Classroom Teachers are supported to refine implementation of evidence-informed High Impact Teaching Strategies into Literacy Teaching, including, but not limited to, Reading Comprehension Strategies, Feedback and Metacognition.
- Reading instruction is differentiated.
- Review and continue with the Letters and Sounds Intervention Group in Junior Primary.
- Reading Intervention Routine is reviewed and implemented.
- Diagnostic Assessment Tools and Guidelines developed and implemented.
- On-Entry Assessment Module 2 testing in Reading to support identification of and differentiation for students not making sufficient/expected progress (regardless of achievement) between the commencement of Pre-Primary and the Year 1.
- Diagnostic Assessment and quick checks increased in frequency for students identified at risk of not reaching reading targets, to inform review, effectiveness and to target Reading Intervention.
- Promote Reading through Parent Workshops, initiating a Peer Tutoring network, Reading Club, Volunteer Support Program and The Premier's Reading Challenge.

## Writing



Proficiency Bands Summary

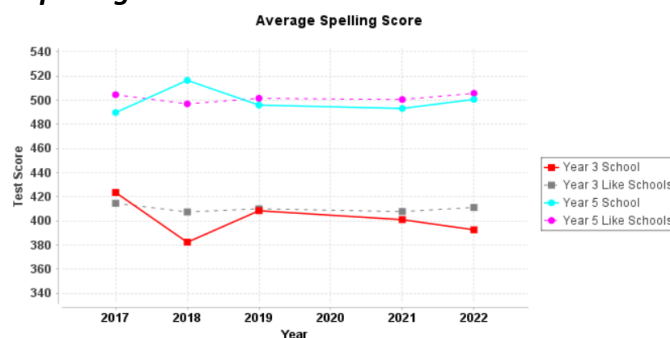
Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	4%	8%	5%
7	530 - 581					13%	14%	12%	15%
6	478 - 529	11%	16%	8%	15%	25%	34%	26%	33%
5	426 - 477	57%	43%	33%	34%	42%	31%	20%	29%
4	374 - 425	20%	23%	45%	29%	13%	12%	26%	12%
3	322 - 373	11%	12%	7%	13%	2%	4%	8%	3%
2	270 - 321	2%	4%	5%	7%				
1	Up to 269	0%	2%	2%	2%				

Overall, the distribution of Year 3 scores was higher in 2021 and the impact is shown to some extent in the Average Writing Score. Year 3, 2022 scores vary significantly from Like Schools in Bands 3, 4 and 6 and above. The 45% of students in Band 4 represent an opportunity for extension.

The Year 5 average is also lower than in 2021 however the trend line remains upward (as does the Year 3 trend). The significant 26% of Year 5 students in Band 4 – just above the NMS is a group to target in Writing instruction. Teaching staff undertook professional learning in the Talk for Writing (TFW) Program late in 2021. Twenty twenty-two was the initial implementation year and throughout, teachers collaborated and refined the approach, inclusive of designing teaching sequences and resources. TFW Teacher Leaders took a key role in guiding and supporting implementation. TFW was the context for teaching staff to employ the high-evidence *Feedback* teaching strategy. The full implementation of TFW will occur from 2023.



## Spelling



Proficiency Bands Summary

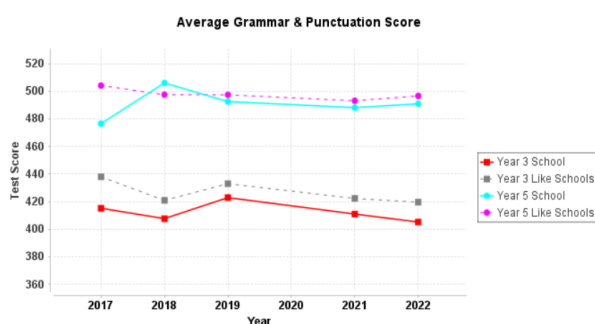
Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					9%	12%	14%	13%
7	530 - 581					23%	26%	29%	26%
6	478 - 529	11%	20%	15%	20%	25%	27%	20%	30%
5	426 - 477	26%	25%	20%	23%	22%	20%	18%	20%
4	374 - 425	30%	23%	23%	25%	15%	11%	10%	9%
3	322 - 373	22%	19%	22%	17%	4%	5%	3%	4%
2	270 - 321	7%	8%	12%	9%				
1	Up to 269	4%	6%	8%	5%				

The drop in the Year 3 Average Spelling Score reflects the relative percentage of students in Bands 1-3. The Year 5 distribution in Proficiency Bands is similar to Like Schools although with slightly higher percentages in the upper and lower Bands.



At the commencement of 2022, Year 1-6 classroom teachers undertook professional learning in Spelling Mastery. The program will continue in 2023 and the impact monitored.

## Grammar and Punctuation



Proficiency Bands Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					11%	10%	10%	10%
7	530 - 581					11%	20%	22%	18%
6	478 - 529	17%	27%	13%	24%	11%	27%	18%	31%
5	426 - 477	24%	23%	23%	22%	35%	26%	37%	27%
4	374 - 425	35%	24%	28%	22%	5%	11%	4%	10%
3	322 - 373	13%	13%	18%	18%	7%	8%	8%	8%
2	270 - 321	4%	9%	10%	9%				
1	Up to 269	2%	3%	3%	3%				

Year 3 Grammar and Punctuation Averages continue to track just below Like Schools. Distribution across Proficiency Bands is similar to Like Schools with the notable difference being fewer students in Bands 6 and above. The distribution of Year 5 students shows a large percentage of students in Band 5 and suggests an opportunity to target these students.

The TFW program explicitly targets grammar and punctuation and will be continued in 2023.



Harmony Day was celebrated in every classroom.

## National School Opinion Surveys

The Surveys were distributed in Term 4 2022. The survey responses are recorded on a 5 point Likert Scale. The Parent, Teaching and Education Assistant Surveys invited comments whereas the Student Surveys did not.

### National School Opinion Survey – Parents

#### National School Opinion Survey - Parents Response Percentages

- 71 families responded out of 285 USPS families (A further 20 started but did not complete the survey)
- It is suggested a sample size of 30% ensures representativeness.
- 25% of respondents have children in Year 4
- Year 3 and Year 4 families combined make up 40 % of respondents

Year Level	Percentage of Respondents
4	25% (18)
3	15% (11)
1	13% (9)
Kindy	10% (7)
2 and 5	11% (8)
PP and 6	6% (4)



The Learning Journey in Term 3 was a welcome opportunity for families to come into classrooms, something that hadn't been possible earlier in 2022.



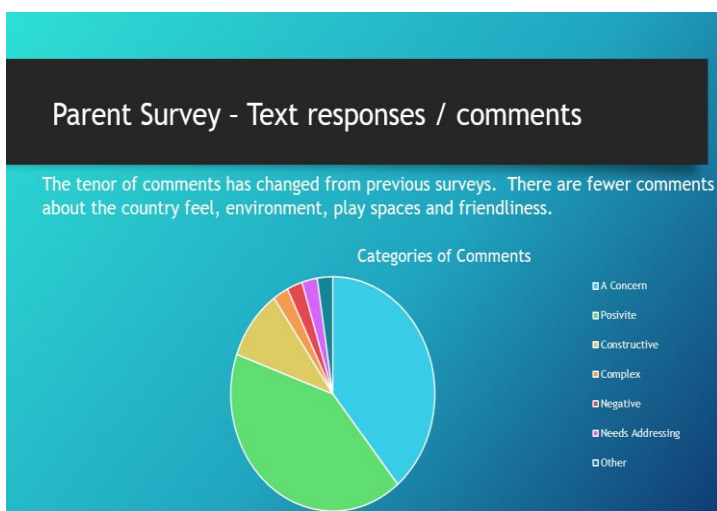
## Parent Survey - Average Ratings

- Average ratings range between 3.6 - 4.2
- Our Business Plan target - A score of 3.5 or greater is maintained for all attributes of the Parent Satisfaction and Staff Satisfaction Surveys.

NB - The number in brackets is the number of items with that rating.

Average Rating	Items
4.3 (2)	My children feel safe / like school
4.2 (4)	Teachers - have high expectations / I can talk to T / T cares / school well maintained
4.1 (1)	My child's teachers are good teachers
3.9 (6)	Recommend USPS / Standard of education / T treat fairly / T motivates my child / USPS looks to improve / Community connection.
3.8 (3)	School is well led / My child is making good progress / Behaviour is well managed at USPS
3.7 (2)	My child receives useful feedback from T / USPS takes parent opinions seriously
3.6 (2)	My child's learning needs are being met / The school works with me to support my child's learning

Parent Survey – Text Response / Comments - 42 out of 71 respondents made a comment(s).



Parent's positive comments were about the quality of teachers and school staff generally citing positive relationships and communication

Concerns were raised about communication between some teachers and parents; particularly for students experiencing difficulty with learning.

Constructive comments made suggestions, for example about play options and additional opportunities for students.

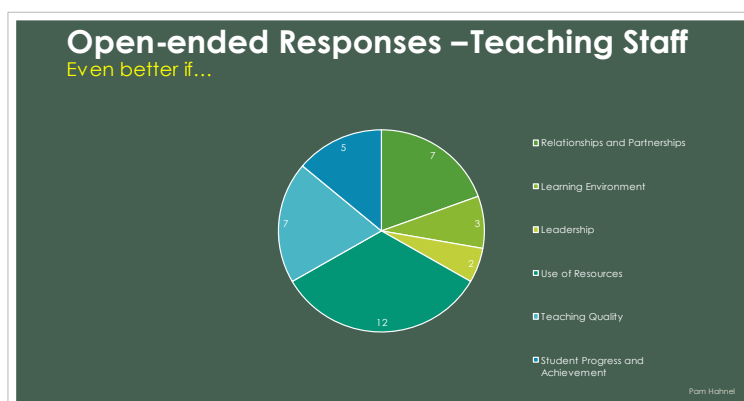
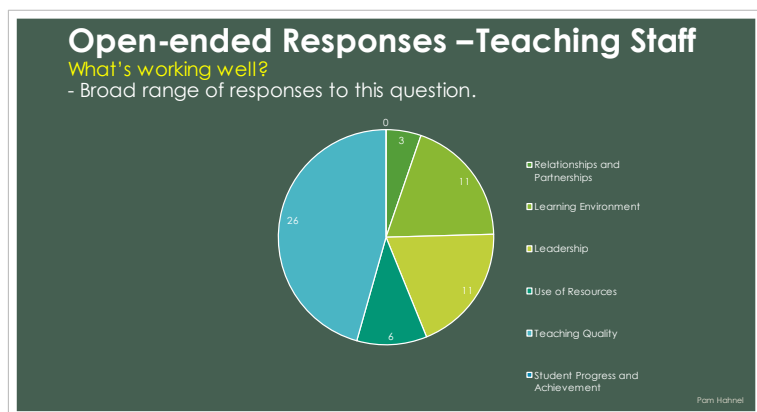
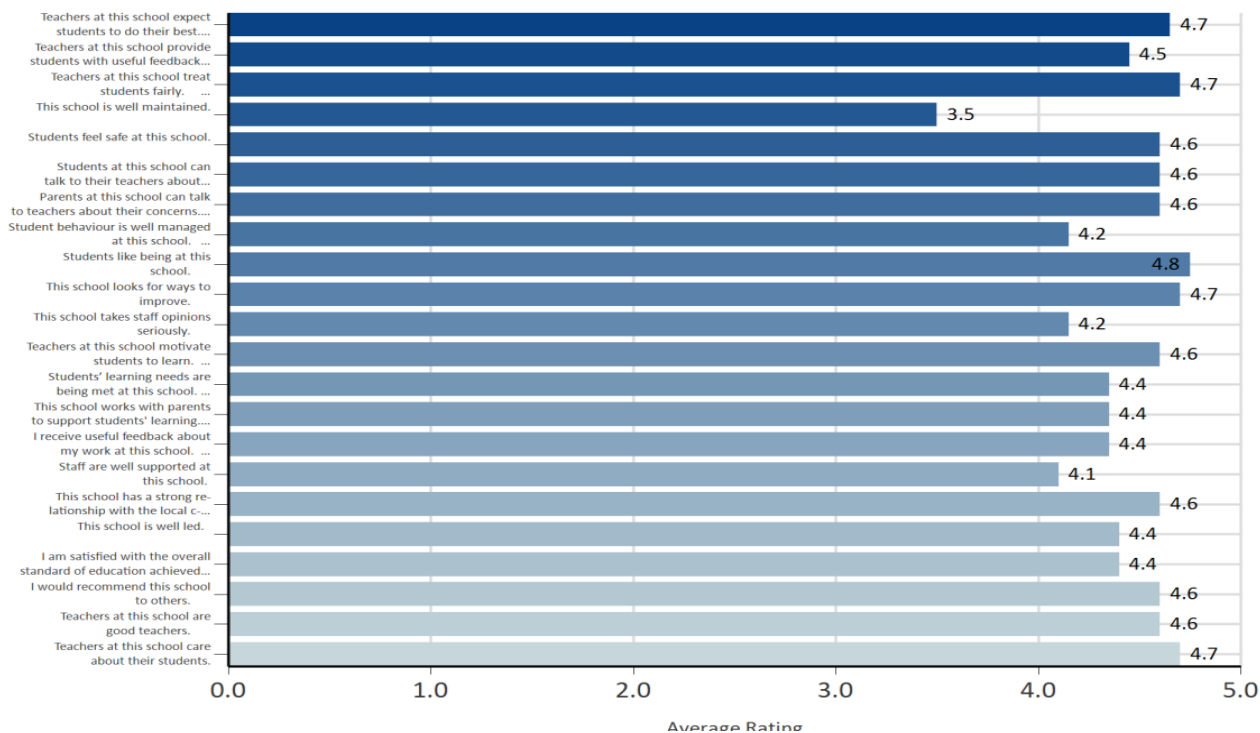
## Actions for 2023

- School-wide *Communication with Parents Guidelines* implemented from the commencement of 2023. This measure will ensure standards for the frequency and type of communication between teachers and parents/carers and will include:
  - What information is provided to parents/carers at the commencement of the school year
  - Minimum for the frequency of updates/information to all parents throughout the year
  - What information is provided to parents/carers at the Term 1 Parent Information Meetings
  - What and how Parent Teacher Interviews are conducted
  - Standards for communicating with parents and carers of students experiencing difficulty.



## National School Opinion Survey – Teaching Staff

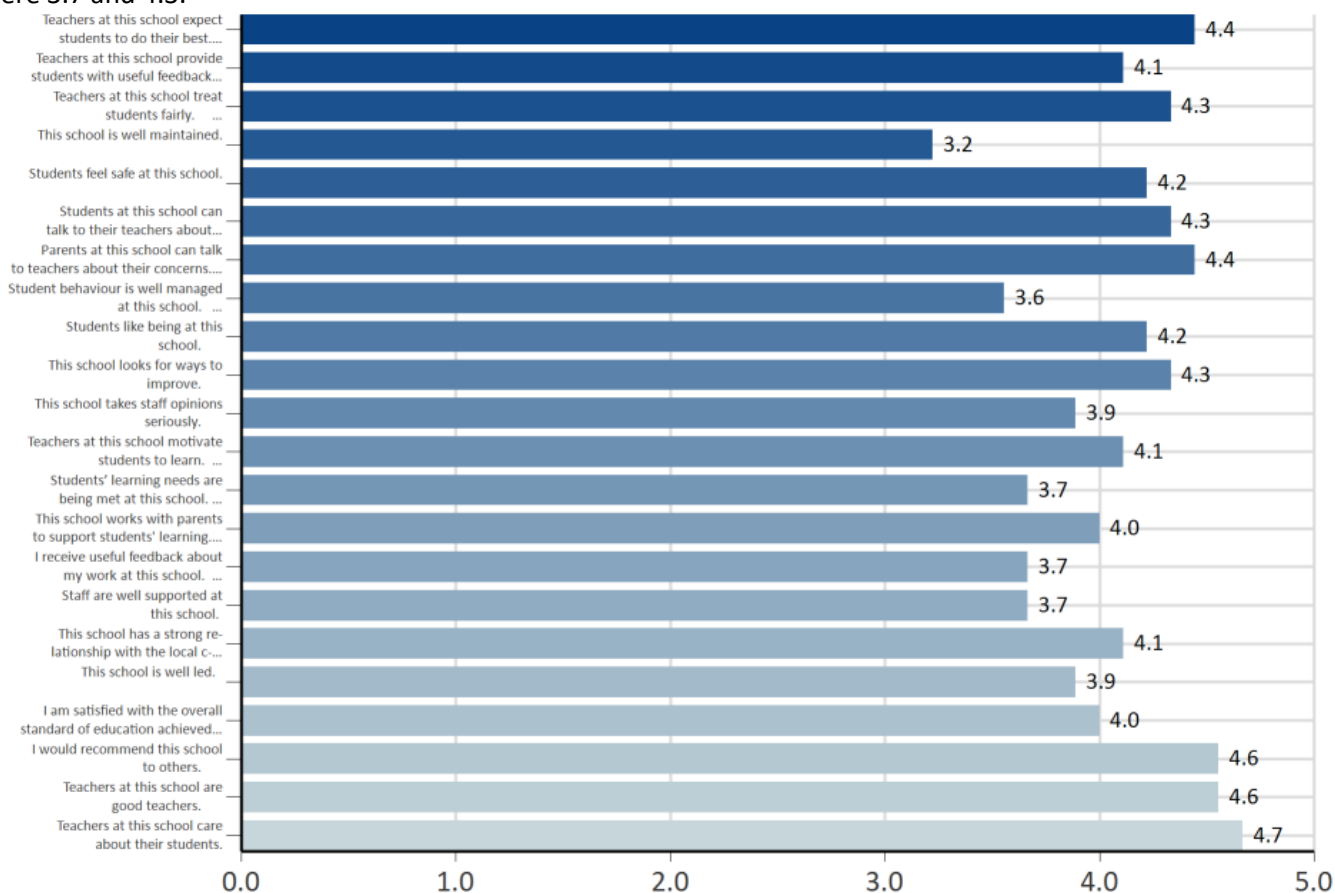
Twenty staff responded to the survey out of a possible 32 full and part-time teaching staff. All respondents were female. The mean score from this survey is 4.5 with a range of scores between 3.5 and 4.8. The median score of 4.5 and modal score of 4.6. The significance of this cannot be ignored. The increase in teacher's ratings from a survey in S1 provides a positive indication that the current focus on Workplace Culture and teacher efficacy has gained traction and potentially provides a very solid foundation for the ongoing improvement endeavors.





## National School Opinion Survey – Education Assistants

There were nine respondents to this survey. The range in responses was between 3.2 – and 4.7. With the response of 3.2 (The school is well maintained.) is the only item across all surveys where the target of 3.5 was not met. Two open-ended responses commented on a desire to have the ECE play equipment upgraded and that some shed storage was not watertight. The overall mean score for this survey was 3.7. The two modal scores were 3.7 and 4.3.



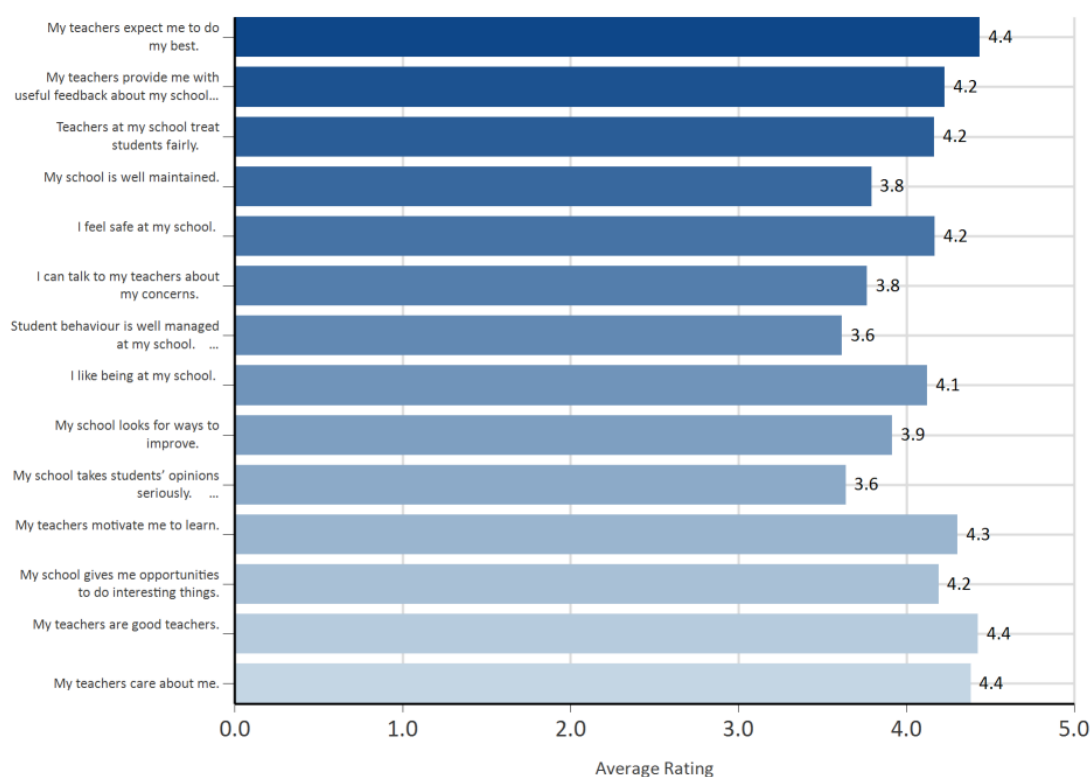
*The USPS Arts Show in Term 4 saw the Art Room transformed into a gallery and the paved area into a performance and gathering space.*

## National School Opinion Survey – Students

Two separate surveys to each year level (5 and 6) were administered.

### Year 5

Forty-eight Year 5 students responded to the survey. The item means ranged between 3.5 (*Student Behaviour is well-managed at my school.*) to 4.4 (*My teachers expect me to do my best.*)



The responses from this survey will be utilised as a springboard with 2023 Year 6 students, to understand the reasons for their responses, particularly those to do with *Behaviour* and *Student's Opinions*.

### Year 6

Fifty-six Year 6 students responded to the survey. The item means ranged between 3.0 (*I can talk to teachers about my concerns*) to 4.2 (*My teachers expect me to do my best.*)



Upper Swan Primary School Cross Country event – past vineyards and orchards and through a neighboring rural property.

## Progress in Relation to School Targets in the School Business Plan

Achievement Targets	Achieved / Working Towards	Comment
Continue the upward trend in Year 3 longitudinal data to the point where the result approaches one standard deviation above the predicted mean in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.	Working Towards	No comparative data is available for 2022. The information from 2021 shows that results for each area tested are within the expected range of one standard deviation of the predicted school mean.
Continue the upward trend in Year 5 longitudinal data to the point where the result approaches one standard deviation above the predicted mean in Reading, Spelling, Grammar and Punctuation and Numeracy.	Working Towards	No comparative data is available for 2022. The information from 2021 shows that results for each area tested are within the expected range of one standard deviation of the predicted school mean.
Establish and maintain an upward trend in Year 5 longitudinal data in Writing to the point where the result approaches one standard deviation above the predicted mean.	Working Towards	No comparative data is available for 2022. However, 2021 data demonstrated an upward trend moving closer to the expected school mean.
Maintain or improve the performance of students in each year level (Yr 1 – 6) on ACER Progressive Achievement Tests (PAT) Reading Comprehension, Spelling, Numeracy, and Science Tests.	Working Towards	
Progress Targets	Achieved / Working Towards	Comment
Set and upward trend and maintain the percentage of students with moderate, high and very high progress between On-Entry Assessment and NAPLAN results in Reading and Numeracy (Pre-Primary to Year 3)		
Set and upward trend and maintain the percentage of students with moderate, high and very high progress in NAPLAN Reading, Writing and Numeracy (Years 3 to 5).		
Moderation Targets	Achieved / Working Towards	Comment
A minimum of 70% of Year 3 student Semester 1 report grades match NAPLAN results in Reading and Numeracy.	Reading - Achieved  Numeracy – Achieved	<b>Year 3 Reading</b> – 72.8% of S1 Report Grades matched NAPLAN. The largest difference was in the Excellent (A) category with 11.7% fewer students being awarded an A than achieved excellent in NAPLAN. <b>Year 3 Numeracy</b> – 71.7% of S1 Report Grades matched NAPLAN. The most notable difference is in the awarding of D and E grades in S1 (7.9%) compared to reports compared to NAPLAN (21.7%).
A minimum of 70% of Year 5 student Semester 1 report grades match NAPLAN results in Reading and Numeracy.	Reading – Not achieved (although close to)	<b>Year 5 Reading</b> – 65.4% of teacher assigned grades matched NAPLAN results. Notably, the biggest differences were in the Limited and Excellent categories. 15.7 % more students were in the Limited category in NAPLAN than in



	Numeracy - Achieved	<p>S1 Reports. Conversely, there were 11.6% more students awarded an A in S1 Reports than achieving excellent in NAPLAN.</p> <p><b>Year 5 Numeracy</b> – There was an 81.2% alignment between S1 Report Grades and NAPLAN scores. The allocations of C and B Grades matched NAPLAN very closely. D grades awarded were half that of the NAPLAN scores while A grades were twice that of NAPLAN scores.</p>
<b>Attendance Targets</b>	<b>Achieved / Working Towards</b>	<b>Comment</b>
The whole school attendance rate in all year levels to equal or exceed the attendance rates of <i>Like Schools</i> .	Achieved	See Attendance section of this report.
A minimum of 90% of students have attendance in the 'regular' attendance category.	Not Achieved	Fluctuations discussed in Attendance section of this report.
<b>Stakeholder Satisfaction Targets</b>	<b>Achieved / Working Towards</b>	<b>Comment</b>
A score of 3.5 or greater is maintained for all attributes of the Parent Survey.	Achieved	As discussed earlier in this report.
A score of 3.5 or greater is maintained for all attributes of the Staff Survey.	Achieved	
A score of 3.5 or greater is maintained for all attributes of the Student Survey.	Achieved Yr 5	

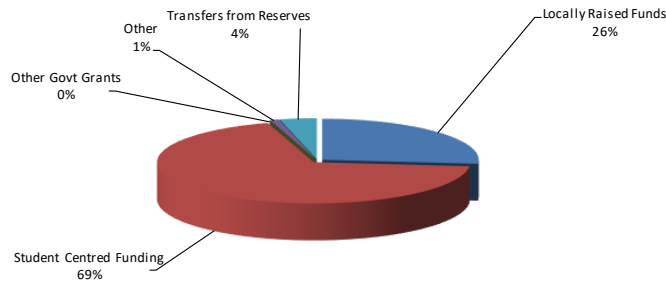


# Upper Swan Primary School

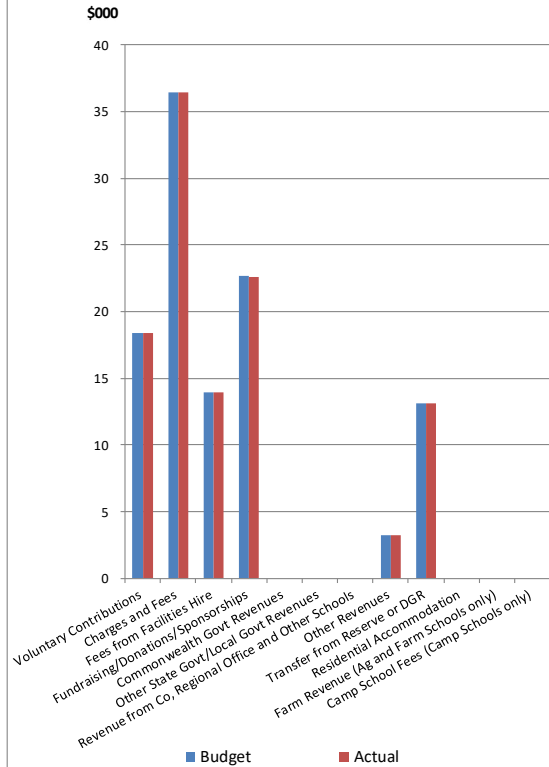
Financial Summary as at  
Enter date here i.e. 31/12/2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 18,385.40	\$ 18,385.50
2	Charges and Fees	\$ 36,438.00	\$ 36,438.21
3	Fees from Facilities Hire	\$ 13,979.00	\$ 13,980.00
4	Fundraising/Donations/Sponsorships	\$ 22,703.00	\$ 22,593.69
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,218.93	\$ 3,219.58
9	Transfer from Reserve or DGR	\$ 13,150.93	\$ 13,150.93
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 107,875.26</b>	<b>\$ 107,767.91</b>
	<b>Opening Balance</b>	<b>\$ 137,963.03</b>	<b>\$ 137,963.03</b>
	<b>Student Centred Funding</b>	<b>\$ 236,405.26</b>	<b>\$ 236,405.25</b>
	<b>Total Cash Funds Available</b>	<b>\$ 482,243.55</b>	<b>\$ 482,136.19</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 482,243.55</b>	<b>\$ 482,136.19</b>

Actual Year to Date by funding sources

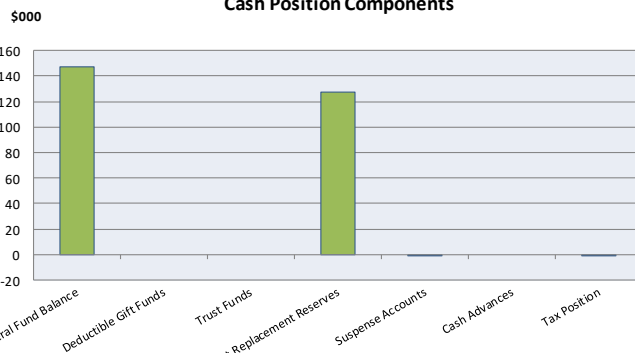


Locally Raised Revenue - Budget vs Actual

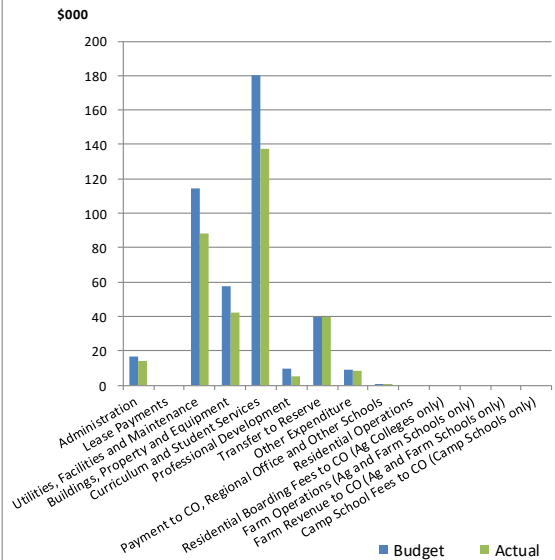


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 16,618.00	\$ 14,283.01
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 114,261.00	\$ 88,052.55
4	Buildings, Property and Equipment	\$ 57,309.93	\$ 42,115.72
5	Curriculum and Student Services	\$ 180,090.18	\$ 137,692.65
6	Professional Development	\$ 9,571.00	\$ 4,981.10
7	Transfer to Reserve	\$ 39,600.00	\$ 39,600.00
8	Other Expenditure	\$ 9,310.00	\$ 8,309.96
9	Payment to CO, Regional Office and Other Schools	\$ 30.00	\$ 30.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 426,790.11</b>	<b>\$ 335,064.99</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 426,790.11</b>	<b>\$ 335,064.99</b>
	<b>Cash Budget Variance</b>	<b>\$ 55,453.44</b>	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 273,522.59</b>
Made up of:	
1 General Fund Balance	\$ 147,071.20
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 127,507.39
5 Suspense Accounts	\$ (141.00)
6 Cash Advances	\$ -
7 Tax Position	\$ (915.00)
<b>Total Bank Balance</b>	<b>\$ 273,522.59</b>